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A placement service may make higher education possible for certain students by providing on- or off-campus jobs for them while they attend college. It also helps graduates and former students find jobs related to their study areas, keeps the institution in touch with employers so that the adequacy of course content can be evaluated, and interprets college purposes to business and industry. To do these things, the placement service must (1) solicit jobs, (2) handle student applications, (3) interview and refer applicants, (4) keep recommendations and records on file, (5) give vocational counseling to applicants, (6) interpret college programs to employers, (7) schedule student and recruiter interviews, (8) keep referral and placement records, (9) evaluate the college program in relation to community needs, (10) compile reports and studies on working students and full-time placements, and (11) work in coordination with state employment agencies. The placement service should also give time and effort to followup. Ideally, this would (1) measure transfer success by comparison of pre- and post-transfer grade point averages, (2) supply this information to accrediting associations, (3) obtain data from senior colleges on academic and career success of transfers, (4) keep track of vocational graduates' success in finding and holding jobs, (5) hold exit interviews with withdrawing students, and (6). determine reasons for dropout or withdrawal. (HH)

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J. Wattenberger

STUDENT PLACEMENT AND FOLLOW-UP SERVICES IN THE JUNIOR COLLEGE

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It's Too Long!
But still excellent
well documented
& giving organizing I

Mary Glenn

Eds 603

May 28, 1968

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I'd like a copy.

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INTRODUCTION

In the bulletin, "Manpower", the United States Department of Labor states that in 1960 workers under twenty-five accounted for half of the labor force. The late 1960's, three million new young people will enter the labor force yearly, as compared with two million now. By 1970 over forty percent of the twenty to twenty-four year age bracket will be employed.[1] Junior college students are one of the sources for the labor force.

One of the characteristics of the junior college is the large number of students who are employed either part-time or full-time in order to pay expenses. In a study by Gleazer in 1964, over forty percent of the students in local or district junior colleges were employed either part-time or full-time as compared with fifteen percent in church related junior colleges, thirty percent in independent junior colleges, twenty-seven percent in state junior colleges, and sixteen percent in branch public junior colleges.[2] In a similar study by the Stanford Placement Bureau a minimum of sixty-five percent carried part-time jobs. Lastly, the Placement Bureau of Pasadena City College in 1957 showed sixty-five percent of the men and forty percent of the women held part-time jobs.[3]

In the same study by Gleazer, it was found that ninety-six percent of the students live at home, seventy-three percent live on campus in church-

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[1] M. C. Mohs, Service Through Placement in the Junior College (Washington D.C., American Association of Junior Colleges, 1962), p. 8.

[2] J. W. Reynolds, The Junior College (New York, The Center for Applied Research in Education, Inc., 1965), p. 48.

[3] Mohs, p. 11.

related junior colleges, forty-four percent on campus in state junior colleges, eight percent on campus in branch public junior colleges, and forty-six percent on campus in the independent junior colleges.[4]

It can be seen from the above figures that there is a need for personnel services for students. Student personnel services can be broken down into several catagories: (1) selection and admission of students, (2) personnel testing, (3) orientation, (4) records, (5) financial aid, (6) guidance and counseling, (7) housing, (8) health services, (9) student activities, (10) discipline, (11) placement, (12) follow-up, and (13) research.[5] This paper will consider only placement and follow-up services.

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[4]Reynolds, p. 49.

[5]Ibid., p. 51.

ORGANIZATION AND OPERATION OF PLACEMENT SERVICES

Organization and operation within the community structure should be taken into account when planning a placement service for a junior college. Before any placement service can be organized, an advisory committee composed of the top people from both administration and pupil personnel, employers, and perhaps union representatives should be set up in order to sell the program to the community as well as the school. This committee would have no long-term existence, and the only feasible duty would be to discuss advisability of organizing the service. If the plan is found to be feasible, then an advisory committee should be formed to consider policy, formulation, etc.

When setting up the placement service several matters must be considered. The first is whether the service should be centralized or decentralized. A certain amount of centralization is necessary, but two things must be remembered:(1) it is important that a central depository for placement records be established, and (2) it is less confusing to clients as well as logical that one place of contact be established. No matter what the final decision, the most important thing is that the actual placement services not be obscured by the mechanics of the operation.[6]

The next consideration in organizing a placement bureau is the staff. The most important member of the placement office is the director. Among the duties of the director are: participation in policy formation, supervision of public relations, supervision of placement procedures,

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[6]Mohs, pp. 18-20.

providing for vocational counseling, direction of placement, and supervision of personnel as well as the general office procedures. Another key person is the interviewer who assembles student qualifications, discusses the job openings with the prospective employee, refers students to jobs, and checks as to the success of referral. The interviewer should be intelligent, have general office experience, be able to work with students, and have pride in his work. Another important staff member is the receptionist whose responsibilities vary with the type and size of placement office she is in. In small offices she is the receptionist, interviewer, and the placement clerk. In the large offices she is referred to for job referral, accepting the job orders, and handling of the correspondence. In all cases she must be able to work under pressure and be personable, since she will generally make the first and last impression on both prospective employee and employer.[7]

The placement bureau will come in contact with a wide variety of students. From two-thirds to three-fourths of the junior college students work an average of twenty hours a week. Therefore part-time placement should exceed full-time placement four to one in most instances.[8] Other types of students that will be encountered are the terminal graduates, the drop-out, alumni, and foreign students.

From the above fact one sees that available facilities and budget must also be considered when organizing a placement service. These two things have been the center of most of the opposition to having placement services which meet the needs of the junior college. The minimum

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[7] Ibid., pp. 21-24.

[8] Ibid., p. 12.

facilities for a placement office should be separate rooms for each of the staff, with privacy for interviewing being imperative. Such facilities are unquestionably expensive but are necessary. The best way to set up a budget to meet these demands is to consider the costs of the service in terms of the number of applicants, referrals and successful placements, job requestsreceived, and counseling services offered.[9]

Another area which must be considered is the mode of operation of the junior college placement bureau. In a small placement service bureau the number of services is sometimes limited, and therefore it is better to cooperate with a local state employment office. Some prefer the placement to be in the hands of the individual departments with the dean coordinating the operation on a part-time basis. Any junior college placement bureau needs the support of the administration as well as the faculty. In most cases, joint state employment-college placement offices are preferable especially if expense is a barrier.

The interview should be casual, private, and be sufficiently long for the interviewer to obtain a feeling for the applicant's true personality and qualifications. The applicant should be prepared to give school and job experience in the interview as well as any particular personal matters which would affect employment. It is also during the initial interview that referrals are given out to the student.[10]

Since the placement bureau is also responsible for arranging the schedule of on-campus recruiters, Bryant made a study of 1,800 prospective employers. Several inadequacies of the current placement operations

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[9] Ibid., pp. 28-29.

[10] Ibid., pp. 37-42.

were cited:

1. Facilities- Inadequate interview accommodations were found to be the greatest weakness. Lack of privacy, a signal system, walls to the ceiling, and individual space for interviewing were specifically mentioned.

2. Records- Military status should be given on all records as well as rank in class and statements by the applicant's teachers.

3. Placement directors- Placement directors should screen out the "shoppers" during the initial interview. Students should be warned of the importance of keeping appointments, knowing something about the company, being on time, and reading company literature (if available) before the interview.[11]

At all times, records of placement data should be kept for reference use not only by the director but also for the office. Not only should records be kept, but placement reports should be prepared periodically with reference to salary offers, placement of graduates, trends in employment, and employers who recruit on campus. Copies of the reports should be sent to the president, department heads, and teachers of terminal courses. The placement bureau is a recording as well as a production service.[12]

While little work has been done in the area of placement service, even less has been done in the area of follow-up in coordination with placement. It is imperative to do at least informal checking by phone. A more formal way of checking on the success of a referral is to mail questionnaires to employers some two to three months after employment of the referred applicant. Surveys on the activities of graduate

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[11] Ibid., p. 45.

[12] Ibid., p. 48.

classes and studies of students working part-time should also be done. Not only is follow-up important in guidance, but it also provides data for curriculum development and improvement of methods of instruction. Follow-up investigations also indicate the kinds of jobs that are available to the various groups of applicants.[13]

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[13] Ibid., pp. 46-47.

STUDIES OF PLACEMENT SERVICES

In order to understand what has been done and what should be done in the future, one must look at studies that have been made in the area of placement services.

The earliest study on placement services was made by Ingalls and Holt in 1942. The aims of the study were to define and secure acceptance of fundamental principles on which practices to assist with terminal education would be based, to promote development of important employment services, to develop a community relations program on a broad scale, to extend financial support, and to aid in clarifying statements of policy so that placement services could be coordinated for the purpose of supporting the National Defense program.

The study consisted of a questionnaire being sent to sixteen public junior colleges in California asking for information in the areas: basic assumptions relative to placement practices, descriptions of present placement services, problems of the present program, experiences with occupational surveys, and projected plans for the next five years. Fourteen basic assumptions in the questionnaire were to be marked as approved or disapproved by the sixteen junior colleges. These fourteen assumptions are listed in Table I.[14]

From the study the following principles were suggested to guide operations of placement programs: (1) Reexamination of teaching load of those teaching vocational and laboratory subjects, (2) Responsibility of placement should include part-time employment of students while still

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[14]R. C. Ingalls and J. Holt, "Placement Practices in California Junior Colleges," California Society of Secondary Education Monograph Series, (Jan., 1942), p. 21.

Table I Fourteen Basic Assumptions Relative to Placement Practices[15]

Assumption	Approved	Disapproved	No Answer
1. Function of guidance should be extended to vocational and occupational aspects.	16		
2. Terminal semi-professional curricula should be used.	9	3	4
3. Junior college is essential community institution and should provide curricula for service.	13		3
4. State Department of Education should cooperate with the Federal Government.	15		1
5. Promote use of cooperative programs with job provisions.	16		
6. Placement service should be established where vocational curricula are offered.	14		2
7. This study should be used for suggestions to local problems.	16		
8. New concept of teaching load must be defined.	16		
9. Success lies in effective advisory committees.	14	1	1
10. Placement office should provide information on specific employment opportunities, data on employment trends, and statistics.	*		
11. Lists of firms employing students should be in the hands of instructors.	16		
12. Placement should keep a student index.	16		
13. Placement work is joint responsibility of instructors and personnel.	13	1	2
14. Responsibility for making necessary contacts with lay leaders is in the hands of personnel.	16		

*No information is given.

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[15] Ibid., pp. 22-23.

in school, (3) Placement office should have character references for each student to be placed, (4) Junior college curricula should make contributions to the development of the "whole personality of the student", (5) Junior colleges must meet the evolving needs of the community, (6) Junior college administrations must work for a sound and rapid development of vocational curriculum at this level, (7) Placement services must meet the needs for a part-time employment in school as well as post-school full-time employment.[16]

Several trends were noticed:

1. Responsibility of heading up placement service is usually given to one person who coordinates work of the placement department and the faculty members of the school.

2. Deans of men and women are active in part-time placement.

3. There is an increase in the number of placement services coordinating their work with the State Employment Service, by providing personnel to work with this service.

4. Those junior colleges without a placement supervisor usually have faculty committees.

5. Commerce departments are active in the part-time employment of students.[17]

Several other things things were also brought out by the study. Records are usually kept at the State Employment Service, at a central location in the school, and at departments where employment opportunities exist. These records include aptitude test scores, personality information,

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[16] Ibid., p. 23.

[17] Ibid., p. 24.

health reports, grades, occupational intent, applications for employment, previous employment and references, and directory of employers.

Furthermore, it is found that the need for careful administrative planning and organization must first be dealt with secure recognition by all concerned before the problems of money and time allotted for services. It is also essential to have office space, adequate staff, adequate time for teachers to help, coordination of activities, and follow-up. Lastly, occupational surveys of the community must be made, personal and skill qualities of successful employment must be analyzed, and application of this data must be made particularly to the problem of organizing curricula and courses of the terminal type.

Because the study indicated a lack of definite planning of this type for a completely unified personnel program with opportunities for creative work, several recommendations were listed:

1. Each California junior college should use the consultant service provided by the Pasadena Junior College.

2. Copies of the Dictionary of Occupations should be provided to administrative offices in each junior college.

3. There should exist coordination between junior college placement services and the United States Employment Service.

4. Data and experiments from the placement services should be used for guidance, course construction and revision, and curriculum development.

5. Work relationships should be coordinated by the establishment of terminal curricula.[18]

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[18] Ibid., pp. 24-26.

Several things were determined in the survey by Mainecke in 1948: (1) kinds of help in placement systematically provided and groups of students served, (2) year in which service was instituted, (3) official titles of placement functionaries and amount of time allotted for placement work, (4) kinds of studies and the year studies were last made.[19]

Aid in selection of colleges, professional schools, and universities; help in finding full-time jobs; and help in finding part-time jobs were found to be provided by the placement bureaus. Table II summarizes the findings concerning selection of colleges, professional schools, and universities. While ninety percent of the private and public schools help in selection of colleges, professional schools, and universities, only seventy percent of the state colleges had the same services. Both small and large colleges appear to offer the same assistance. In all cases, the percent of services for the nongraduates was lower than for graduates, with only the large local and district colleges maintaining such services for the nongraduate. In fact, private junior colleges were twenty percent lower as compared with fourteen percent lower for small local junior colleges.[20]

Table III shows that large private junior colleges excel in finding full-time and part-time positions for graduates and part-time employment for nongraduates after leaving school. Small private colleges lag far behind all other type of institutions in almost every area of placement

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[19] C. D. Meinecke, "Placement and Follow-up in Junior Colleges," Junior College Journal, (October, 1948), p. 59.

[20] Ibid., pp. 59-60.

Table II Numbers and Percentages of Institutions Helping Graduates and Nongraduates in Selection of Colleges, Professional Schools, and Universities[21]

Group of Institution	Graduates		Nongraduates	
	Number	Percent	Number	Percent
Local and district:				
Small (72)*	63	87.5	53	73.6
Large (81).	75	92.6	72	88.9
All (153)	138	90.6	125	81.7
State (30)	22	73.3	19	63.3
Private:				
Small (93).	88	94.6	70	75.3
Large (44).	41	93.2	32	72.7
All (137)	129	94.2	102	74.5
Total (320)	289	90.3	246	76.9

*Small institutions have enrollments of less than 300 students.
Large institutions have enrollments of more than 300 students.

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[21] Ibid., p. 60.

Table III Percentages of Institutions Providing Certain Placement Services for Groups of Students[22]

Group of Institution	Finding Full-time Positions		Finding Part-time Positions			
			While Attending		After Leaving	
	Graduates	Nongraduates	Graduates	Nongraduates	Graduates	Nongraduates
Local and district:						
Small (72)*	72.2	61.1	68.1	76.4	36.1	33.3
Large (81).	77.8	76.6	76.5	91.4	49.4	45.7
All (153)	75.2	69.3	72.5	84.3	43.1	39.9
State (30)	76.7	63.3	56.7	70.0	40.0	36.7
Private:						
Small (93).	61.3	38.7	49.5	45.2	37.6	25.8
Large (44).	81.8	70.5	77.3	77.3	50.1	47.7
All (137)	67.9	48.9	58.4	55.5	44.5	32.8
Total (320)	72.2	60.0	65.0	70.6	43.4	36.6

* Small institutions have enrollments of less than 300 students.
Large institutions have enrollments of more than 300 students.

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[22] Ibid., p. 61.

service. Comparison of public and private junior colleges whos public junior colleges lead in almost all of the types of services concerning full-time and part-time employment whether graduate or nongraduate. The one exception is the group of large local and district colleges where the percent is slightly lower than for private junior colleges. Part-time positions receive about equal attention in private and public junior colleges for graduates, but the latter offers more service to nongraduates.

Two reasons for such a large percentage of placement services to non-graduates are; attempts to keep students in school as long as possible (especially those who are economically hampered) and efforts to pave the way to full-time jobs later by constant contact and cooperation with local businesses. Eighty-two percent of the large private colleges provide placement in full-time jobs to graduates as compared to sixty-one percent for small junior colleges. In the case of the nongraduates, seventy-one percent of the large private schools and thirty-nine percent of the small private schools offer such services. However, seventy-seven percent of the large private junior colleges find part-time positions for graduates and nongraduates compared with less than fifty percent in small private junior colleges. Less than fifty percent of all colleges aid nongraduates after leaving in finding part-time positions. This can be explained by the fact that a dropout or nongraduate is more interested in a permanent position.[23]

A comparison of Table II and III shows all groups of colleges more concerned with placement in higher institutions than in job placement. A need for research and studies in the different areas of placement is also

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[23] Ibid., pp. 60-61.

shown, and the median number of different kinds of placement provided by any size or catagory of junior colleges was found to be three.

The second area of this study concerned itself with the functionaries and time allotted for placement services. In all but the large institutions, the placement functionary is the head or assistant head of the college. In the case of large private or public junior colleges, the functionary is the director of placement. Heads or assistants, deans of men and women, and directors of guidance also do placement work. Of the groups studied ten local, eight private, and one state junior college have services which are equivalent to at least one full-time person. Large local junior colleges employ people than any other type of institution. In seven junior colleges of the group studied, the total time allotted was less than the equivalent of half of onefull-time person; in forty-two of them, it is half to one full-time person; and in nineteen of them, it is one to four full-time persons. It was found that fifty percent do not have definite amount of time allotted.[24]

The third part of the study was concerned with the kinds of studies and time when made. Forty percent of the schools represented have made studies of the services to graduates rather than to nongraduates. In the private institutions fifty percent studied transfers to other institutions, thirty-one percent studied positions by graduates, and eleven percent studied positons secured by students in the community. Comparable figures of local and district junior colleges included: thirty-five percent studied transfers to other institutions, fourteen percent studied positions by graduates, and twenty-four percent studied

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[24] Ibid., pp. 62-63.

positions secured by students in the community. Over two-thirds of the studies were made within the past two years.[25]

From these figures certain weaknesses are apparent: (1) emphasis on transfer in contrast to placement, (2) lack of carefully organized programs, and (3) an understanding of the whole vocation pattern. There is a growing interest in all fields of personnel services, but an increased need for expansion and reorganization is still apparent. Because the junior colleges comprise a large percentage of the college registration, due to the many vocations offered, and because of the rapid turnover of students, the junior colleges are obligated to be responsible in this area. Junior colleges should also help the high schools by distributing information and offering senior orientation programs, cooperate with four-year institutions, and work closely with the different associations. The junior colleges must plan for the future, for there is a need for comprehensive and up-to-date knowledge of the conditions and needs of all occupations. There is a tendency for most students to want to be "white-collar" workers instead of "blue-collar" workers. In the future such snobbery in the selection of vocations should be eliminated.[26]

In 1966 Voder and Beals published a study that was made to determine the functions necessary for adequate student personnel programs in sixty-eight two-year colleges in Arizona, California, Idaho, Oregon, Utah, and Washington. From the questionnaire a set of guidelines was compiled for student personnel services in a two-year community college.

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[25] Ibid., pp. 63-64.

[26] Ibid., pp. 65-67.

It was recommended that placement services operate in the following areas: (1) part-time employment while in school,summer, and vacation employment, (2) placement for terminal students, and (3) selection of further training. Educational and occupational information should be provided through a library located in the personnel bureau or the main library. Placement bureaus should also maintain continuing contact with industry, business, state employment services, and professional groups for the latest information on jobs. Exploratory work should be kept in mind in making placement in part-time and vocational work.[27]

Follow-up services should be closely coordinated with the counseling and advisement phases of the placement services. Information should be gathered from alumni and employers to determine the long range results of placement services, specific curricula and courses, and methods of instruction.

The survey found that the placement bureau usually provided services in the areas of part-time employment of students, short-time employment during the summer, placement of terminal students, and assistance for further college training. Only thirty-three percent assist students in selecting appropriate areas of military training, which is an area where significant aid could be offered particularly to non-professional students. Only seventy-one percent provided occupational and educational information in a library or placement center. Seventy-seven percent had continuing contact with business, and some even had a branch of the state employment office on the campus.

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[27]Yoder and L. Beals, "Student personnel Services in the West," Junior College Journal, (October, 1966), pp. 38-39.

The area of follow-up had less support. Only forty-four percent maintain definite follow-up programs with close coordination between counseling and follow-up. Only thirty-five percent have follow-up programs with coordination between follow-up and placement. About half had information from employers and alumni concerning value of the curricula and courses, but less than half used the information to evaluate the services and methods of instruction. Finally only fifty-six percent contacted any students who leave.[28]

The most recent study made on personnel programs was by the National Committee for Appraisal and Development of Junior College Student Personnel Programs. During a two year period, over 150 junior colleges and 600 staff members were interviewed. It was found that three-fourths of the junior colleges do not have adequate personnel programs. The inadequacies included:

1. Those functions designed to coordinate, evaluate, and upgrade the programs are ineffective in ninety-nine percent of the junior colleges. Lack of professional leadership and insufficient staff are the reasons why this is so.

2. Nature and purposes of the placement program have not been interpreted to the board members, administration, faculty, or controlling committees. Satisfactory criteria and supporting sources of data are non-existent for the evaluation programs. Graduate training for placement personnel have given insufficient attention to specific needs of the junior colleges.

3. Ten percent of whom have the capacity to provide leadership in

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[28] Ibid., p. 41.

development of placement services.[29]

From the study certain functions were assigned to placement services. In the area of financial aids, placement services should administer student loans, handle part-time employment, analyze financial needs of students, and seek funds for grants-in-aid. In the area of graduate placement, the placement bureau should maintain liaison with employment agencies, consult with prospective employers, arrange placement interviews, and conduct follow-up studies.

The last part of the study lists critical needs of placement bureaus.

1. Staffing standards must be established.
2. Programs must be interpreted to supervisory groups.
3. Leadership must be developed.
4. Career information should be provided with adequate methods for analysis, preparation, and distribution in conjunction with related agencies at federal, state, and local levels.
5. Centralized coordination must be established.[30]

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[29]Max Raines, "The Student Personnel Situation," Junior College Journal, (February, 1966), p. 6.

[30]Ibid., pp. 7-8.

FOLLOW-UP STUDIES

So far the studies have primarily been concerned with placement services. Follow-up studies will now be examined in detail. As noted before, follow-up studies are given less emphasis than placement services as we shall see by these studies.

The first study by Mohr was made of those students who left junior colleges in 1937-38. Ten junior colleges in California were used, with the total number of students being 4,685. It was found that one-third left as graduates; twenty-one percent as transfers, fourteen as transfers to other colleges, seven percent as transfers to industry; and forty-six dropped out. The age of the graduates averaged over twenty years, while for transfers and dropouts the average was less than twenty years. Forty-three percent of the men and thirty percent of the women took over four semesters to complete the graduation requirements.[31]

Further studies showed that of the transfer students; six percent of the men and eleven percent of the women went to state colleges, seventeen percent go to liberal arts or technical schools, fifty percent go to universities, and thirteen of the men and seventeen percent of the women return to junior college for further education. Of the terminal students; twelve percent of the men and thirteen percent of the women entered employment in the specific area they had studied at the junior college, eleven percent of the men and six percent of the women entered employment in an area where they were not formally qualified, and six percent of the

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[31] J. P. Mohr, "A Study of Follow-Up," California Society of Secondary Education Monograph Series, (January, 1942), pp. 27-28.

men and twenty-two percent of the women were either unemployed, deceased, or unknown. It was found that a few more students transfer to other institutions before graduation from junior college than transfer after graduation. Six percent of the transfers leave before completing one semester, twenty-five percent leave before completing two semesters, twenty-five percent leave before completing three semesters, and thirty-three leave after completing four semesters. Thus, more students transfer from the terminal vocational curricula than graduate to employment. This indicates that many curricula may not need to be two years long, for a large number transfer to employment at the end of two semesters. Transfers to employment stay in school as long as those who tranfer to other colleges.[32]

In the area of dropouts, it was found that more students drop out after completing one semester than before completing one semester. Over fifty percent leave before completing one year with twenty percent completing three or more semesters. One reason for dropping out was indicated to be the acceptance of a job. Other reasons cited were leaving to seek a job, lack of funds, dissatisfaction, to protect student's health, moving away, and joining the armed services. Most of the dropouts still study on the job with most of them being employed as clerical, sales, and similar workers. Several types of follow-up studies were being made by the junior colleges. Table IV illustrates the areas in which these studies were made.

The study recommended several things.

1. Follow-up studies be made at regular intervals.

2. Studies should disclose facts concerning age, sex, length of attendance, adequacy of student preparation for the curriculum followed,

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[33] Ibid., pp. 28-29.

Table IV Types of Follow-up Studies of Twenty-six Junior Colleges[34]

Types of follow-up studies	Number of Junior Colleges
1. Relating junior college grades and dropouts.	8
2. Relating aptitude test scores and dropouts.	5
3. Studying causes of drop out frequently.	13
4. Studying transfer to state universities regularly.	13
5. Studying transfers to state colleges regularly.	10
6. Studying transfers to other colleges and universities in California.	7
7. Studying transfers to other junior colleges, nursing schools, or universities out-of-state regularly.	1 or 2
8. Relating junior college grades with grades made at other institutions occasionally.	15
9. Studying students entering employment occasionally.	13
10. Studying students entering employment as nongraduates occasionally.	1
11. Studying graduate students entering employment occasionally.	3

[34] Ibid., p. 30.

native ability of students, distinction after leaving junior college, adequacy of preparation, and adjustment to destination.

3. Studies should be made in terms of groups.

4. Follow-up data on graduate and transfers to other colleges should be studied by the institution and major courses of study within the institutions. This data should be made available to counselors and students considering transferring to the same institution.

5. Follow-up on graduates and transfers from terminal curriculum to industry should be made at two intervals; one shortly after placement, and one about two years later.

6. Follow-up of dropouts should be made about six months after leaving junior college and should be made by personal contact if possible.[35]

At about the same time as the above investigations, Grace Bird made a study of all phases of personnel services in twenty-six junior colleges in California. It was found that the least attention was given to personnel research particularly follow-up research. Only six junior colleges had made studies on such topics as relations between psychological test scores and junior college grades; specific aptitude test scores and scholarship grades in fields measured; high school grades and junior college drop out; psychological data and drop out; and others. Less than fifty percent of the junior colleges make any frequent practice of studying causes of drop out or of absences or of failures. Few study problems such as student changes in occupation choices.

In the way of follow-up research only thirteen of these junior colleges make a regular practice of studying the relationship between

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[35] Ibid., pp. 30-31.

junior college grades and grades of the same students after transferring. Some make similar reports of transfer to other colleges and schools outside the state. Most of the other thirteen make occasional reports particularly in comparing cumulative grade-point ratios. Very few study grade-point differentials in particular subject matter fields.[36]

Follow-up of students entering employment is even more sketchy. Only three of these junior colleges make regular studies of transfers to employment, and only one includes nongraduates as well as graduates. Thirteen other junior colleges make occasional occupational reports including: numbers and percentages of graduates employed in occupations directly related to their junior college majors; yearly percentages of employed graduates who were placed in employment by the junior college bureaus; classification of occupations entered by graduates and non-graduates; relations between junior college grades and employers' estimates of success of employee; opinions of former students concerning adequate and inadequate areas in junior college preparation, with reference to particular preparation for their jobs.[37]

The most recent and complete study was made by Medskar in 1960 and 1964 and involved 7,243 junior college transfer students to forty-three four-year colleges and universities in ten states. Junior college enrollment was the first criterion on which states were selected. The next criteria of selection was the broad geographical area and states with different types of organization and control of higher education. In

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[36]G. V. Bird, "Report of the Overview Study of Current Student Personnel Practices," California Society of Secondary Education Monograph Series, (January, 1942), p. 12.

[37]Ibid., p. 12.

each state the study tried to include major state universities, several other state institutions, one or more private institutions, public institutions with teaching as major emphasis, and technical institutions. One of the weaknesses of the study was that the private segment was under represented.

Not only did Medskar study a core group of 7,243 junior college students which entered four-year institutions in the fall of 1960, primarily as full-time students with junior standing, but he also compared groups of 4,026 transfer students with 3,349 native students who graduated in 1962. In each case the major types of data used were college transcripts and responses to a biographic questionnaire.[38]

A summary of the study can be divided up into several catafories:

1. Student Characteristics. It was found that junior college transfer students were generally undistinguishable from native students in four-year colleges. The majority of both groups took a general or college preparatory program in high school and graduated in the upper half of their class. However, a larger segment of junior college fathers worked in skilled or semi-skilled occupations reflecting a lower level of formal education. The males especially could not count on financial support from parents.

2. Academic Performance. Sixty-two percent of the junior college students received baccalaurate degrees within three years after transfer and nine percent still were enrolled at the beginning of the fourth year. It is believed that seventy-five percent will receive degrees finally, with

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[38] D. M. Knoall, and L. L. Medsker, From Junior to Senior College (Washington D.C., American Council on Education, 1965), pp. 8-16.

less than fifty percent graduating on time. Junior college students on the whole experienced some drop of grades with transfer, particularly the first term. However, there was a steady improvement of grades the following terms. On the whole the transfer students had about the same probability of success in colleges within broad major fields, with differences appearing between various four-year institutions and in different states.

3. Comparisons with Native Students. Both groups took about the same number of terms to complete the program after entering the upper division. The total amount of degree credit used to satisfy degree requirements was about the same for both groups. The percent of graduates who completed the program in four semesters after attaining upper division was about equal though junior college students made greater use of the summer terms toward the end of the program. Male junior college graduates averaged a year older than native students, but this difference existed when the two groups entered the upper division. Graduates which began work in the university as freshmen tended to have more academic aptitude and greater readiness to undertake college work than those which entered two-year colleges. At many universities native students also earned higher grade-point averages in upper division than transfer students. The native graduates improve steadily throughout their program, whereas junior college transfer students had high grades than native freshmen and sophomores. This fact is explained since the junior college transfer student experiences a drop in grades after transferring. This pattern is less likely to happen in teachers colleges than in major state universities.

4. Individual Characteristics Related to Success. Junior college students most likely to succeed in a transfer to a four-year college are ones who did well in high school and junior college. Junior college grades

more accurately related to performance after transferring than high school performance. However, poor high school preparation often forbode academic success after transfer unless the junior college record was above average. Although grade-point averages of dropouts were lower than graduates and persisting students, the mean test scores did not differ significantly. The average score of dropouts was often lower on a variety of aptitude tests and proficiency measures, but there was a great overlap in the distribution of grades earned by graduates, those still enrolled, and dropouts.

The two subgroups which had the highest probability of completing degree programs were early-decision makers who progressed without interruption from high school to junior college to four-year institution, and adults who dropped out after high school, particularly if they attended junior college immediately prior to entering four-year institution. Social class variables did not appear to relate to success except that students lacking adequate finances after transferring were prone to drop out.

5. Attrition after Transfer. At the beginning of the fourth year after transfer, twenty-nine percent of the transfer students were no longer enrolled and had not graduated. Thirty-three percent of the dropouts were dismissed because of unsatisfactory grades, but sixty-seven percent had an average below C when they withdrew. Economic factors played an important role. Financial problems were the reason most withdrew voluntarily, while motivational problems were cited by most of the dismissed students.

6. Institutional and State Differences. Junior college students with an average below 2.5 were unlikely to be successful in many of the major state universities. They were more likely to be successful in teachers

colleges than in any other types of institutions. Also higher probability of success in certain states than others were noted as well as variations in different types of institution.

7. Policies and Practices. In 1960 one could transfer to most four-year institutions with a C average. By 1964, the open door policy had closed only slightly. There was a greater emphasis on guidance and an increase in the testing of transfer students, but these tests were used only in advising students, not for admission purposes. Most institutions were liberal in accepting transfer credits up to half of the degree program. Currently there is a trend toward liberalization of policies concerning evaluation of transfer credits.

8. Articulation and Coordination. The most significant changes were in this area. At the beginning of the study only major state universities were attempting work with junior colleges, with others coordinating only with the high school. By 1964 articulation was a concern of all types of institutions.[39]

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[39] Ibid., pp. 18-23.

SUMMARY

Summarizing these studies, several things need to be pointed out. Placement may be the one agency that makes higher education available to students by helping them find jobs in order to earn the money to go to junior college. Placement services can also help former students and graduates to find full-time employment in the areas they studied at junior college. Constant contact of placement officers with employers serves to keep the junior college aware of the evolving requirements their graduates must meet to be employed successfully. It also interprets the colleges' purposes to the community while contributing a constant flow of important information concerning the effectiveness of curricula, courses, placement procedures, etc.[40]

Practices vary materially among institutions:

1. In some junior colleges responsibility is in the hands of one or more persons working full-time.

2. Placement work may be delegated to one or more representatives of several vocational departments.

3. Placement is considered to include assistance given to students in securing jobs designed to help defray part or all of their college expenses, including jobs on or off the campus.[41]

No matter how the placement services are set up, all placement

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[40] J. W. Thornton, The Community Junior College (New York, John Wiley and Sons, Inc., 1966), p. 265.

[41] Reynolds, p. 67.

services should include the following functions: (1) job solicitation, (2) student application, (3) applicant interviewing and referral, (4) accumulation of records and recommendations, (5) vocational counseling of applicants, (6) interpretation of the college's program to employers, (7) scheduling of student-recruiter interviews, (8) record keeping of applicants, referrals, and placements, (9) evaluation of college program in meeting community needs, and (10) reports and studies on working students and full-time placements.[42]

Placement is not complete unless there is some follow-up. Very few colleges do little more than a minimum of such investigation, with the chief reason being reluctance or inability to spend extra effort, time or money. The most usual method of measuring transfer success is to compare grade-point average before and after transfer. The reason for this kind of follow-up is that success of transfer students to four-year institutions has long been the criteria for judging excellence of junior colleges. Moreover, the information is important in the relations of the junior college with respective regional accrediting associations. Another reason is that the policies of four-year colleges to which junior college students transfer keep active files of the performance of transfer students, regardless of where they come from. Thus, information is made available to the junior colleges. Few studies have been concerned with success of the vocational graduate in finding employment and success after placement. Even less studied is the follow-up of those students who either drop out during a term or withdraw before graduation. Some do follow-up on such

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[42]Mohs, p. 4.

students, and some even provide an exit interview to every student who withdraws.[43]

What placement and follow-up services should provide and what they do provide are two different things. It has been found that placement failures included lack of coordination of placement services, failure of employers to use services, lack of adequate forms, lack of coordination with state employment services, absence of contacts with employers, no coordination between training and placement services, and lack of information of placement opportunities. In the area of follow-up the failures were lack of information about the success or difficulties of transfer students, absences of data on what happens to dropouts, and little established background for this particular area of personnel work.

There is a definite need for the articulation of personnel programs to provide adjustment to the situation which is ahead of the student when he leaves the junior college, for better occupational information, closer coordination with business and industry, and a better knowledge of course requirements of four-year colleges to which a student may transfer.[44]

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[43] Reynolds, pp. 67-68.

[44] H. M. Bell, "How Junior Colleges Appraise their Personnel Practices," California Society of Secondary Education Monograph Series (January, 1942), p. 32.

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